

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,249
Total amount allocated for 2022/23	£17,510
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,510

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	65%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £17,510	Date Updated: June 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				25%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide greater opportunities for active playtimes, including a broader range of sports on offer. Offer a range of in and after school opportunities to ensure children remain active.	Children to have access to sport specific equipment at playtimes that is linked to their emerging PE skills Staff to plan and implement after school cubs on Monday, some of which offer sporting activities	CITC - £750 The Outdoor Education Company - £2750 After-school weekly activities - £794 Remainder 37% will be used to upgrade outdoor provision in order to increase physical activity throughout the day.	children now have more opportunities to apply skills learned in PE lessons at play/lunchtime. Children have spoken positively about their opportunities to play sports at playtimes and their enjoyment of the after school clubs.	Children are now more familiar with a broader range of sports and are becoming more confident in playing independently UKS2 children will become sports leaders. Clubs can continue into next school year. Use of specialist agencies to run specific sports clubs if required.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Teachers to identify and encourage pupils (Including SEND, PP etc) to be included in a wide range of sports activities both during and after school.	<p>Pupils with specific needs/disadvantages will be able to access the curriculum without hindrance and have the same opportunities as their peers.</p> <p>Source specific equipment in order to enable all children to access the curriculum.</p>		Pupils with additional needs have been able to attend a range of sports clubs after school and have had access to sufficient support to access the curriculum, as evidenced in the outcomes of each class.	<p>Teachers will continue to feed back and seek support on ways to</p> <p>Staff will continue to be available to support pupils in clubs and out of school activities.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Teachers and support staff are given training on the key skills, knowledge and rules of the sports offered in order to enable children to make progress in PE.	Provide a number of training sessions/opportunities to observe a PE specialist in the planning and delivery of a broad and balanced PE curriculum Teachers provided with feedback and additional guidance in their planning and teaching of	PE Passport - £499 Manchester Schools PE Association - £850	Feedback from teachers on their current confidence in their own ability to teach effective PE sessions. Teachers are offered further training in areas in which they still feel less confident in teaching.	Teachers continue their CPD in PE. New starters to be trained to understand and be able to implement the curriculum
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide children with the resources required to access a broad, balanced and progressive PE curriculum from EYFS to Y6.	Our PE Curriculum will offer a much broader range of sporting activities (badminton, volleyball, netball, tennis, cricket, American football, rounders, dance, gymnastics.	Trafford Water Park - £1000 Tram tickets to Trafford Water Park - £70 Sports Directory - £3995.79 Decathlon - £315.83	Children can discuss a wider range of sporting activities, explaining the techniques needed using sport specific vocabulary. Children now have experience and have improved their PE skills through participation in a range of 'new' sports. PE planning will show that children have had access to a wider range of sports and activities than	Resources to be added to incrementally/ when required. Assess the effectiveness of the curriculum and make changes as appropriate.

			the previous year	
			Pupil Voice	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide a broader range of competitive activities both in school (during break/lunch times) and after school for all children.	<ul style="list-style-type: none"> - Adult/Child (Y5/6) led activities at break and lunch time (Football, cricket, tennis, capture the flag, rounders, badminton) - PE Curriculum structured to ensure that units of work include opportunities for competitive activities - Y6 trip to Trafford Water Park to ensure - Participation in sports at external venues (Tennis Centre, Etihad Campus) - After School clubs (basketball, keep fit). 		<p>Pupil Voice - Children able to talk about the positive experiences of a range of competitive sports within school.</p> <p>Continued attendance at optional after school clubs and out of school activities.</p>	<p>UKS2 children to run activities at playtimes/lunchtimes which encourage children to participate in competitive sports.</p> <p>Next steps - provide children with greater opportunities to enter competitions/play against other schools in a broad range of sports.</p>

Signed off by	
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Governor:	Tracy Weedon
Date:	21.6.23